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ABSTRACT

This chapter introduces the "Cybercounseling and Cyberlearning" Web site. It includes a brief description of the following chapters contained in the Web site: (1) "Cybersupervision: Close Encounters in the New Millennium" (D. Coursol and J. Lewis); (2) "Theoretical Tenets of Cybersupervision: Implications and Outcomes" (B. S. Christie); (3) "From a Bug in the Ear to a Byte in the Eye" (H. L. Schnieders and A. C. Ralph); (4) "Development of Web-Based Counselor Education" (R. Slencak); (5) "Internet Counseling over the Internet: Benefits and Challenges in the Use of New Technologies" (R. J. Sussman); (6) "A Career Educational Web Site: Cyberspatial Snapshot" (M. Verhoeve); (7) "Career Cybercounseling: Ripples on the Global Pond" (M. Verhoeve); (8) "Electronic Counseling Portfolios: Simple and Effective" (T. J. Keller); (9) "Technology Competence in Counselors Education: Results of a National Survey" (J. Myers and D. Gibson); and (10) "Mentoring without Walls: Using Cyberspace to Enhance Student-Faculty Guidance" (J. L. Hart). (MKA)

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Introducing the *Cybercounseling and Cyberlearning* Web Site (cybercounsel.uncg.edu)

GARRY R. WALZ AND JOHN W. BLOOM

Our vision from the start of this endeavor to develop *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium* has been to create two distinct products: one a hard copy publication to include the most up-to-date writings about current practices in cybercounseling and cybereducation; the other a more dynamic and fluid publication with a home on the World Wide Web. The second product grew from our certain knowledge that we would be faced with a constant flow of new knowledge on a daily basis, and that fitting all that is happening in the cyberworld into one hard copy publication was as likely as controlling the explosion of knowledge on the World Wide Web.

What follows is a table of contents for the web product. It provides a glimpse of the many and varied cybercontributions already available. By the time this hard copy publication has reached readers early in the new millennium, we anticipate that additional material will have been added to the web product and that the table of contents will have expanded.

HOW TO VISIT THE SITE

To visit the *Cybercounseling and Cyberlearning* web site use the URL, cybercounsel.uncg.edu. It will take you to the resources that are briefly described in the table of contents, which follows. Have a rewarding visit!

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CYBERCOUNSELING AND CYBERLEARNING WEB SITE TABLE OF CONTENTS

Web Site Chapter 1: Cybersupervision: Close Encounters in the New Millennium, by Diane Coursol and Jacqueline Lewis

This chapter introduces the concept of cybersupervision that integrates innovative desktop video conferencing technology to revolutionize the counseling supervision process. Cybersupervision allows faculty supervisors to "cybercommute" over the information highway to provide quality supervision with their student counselors at geographically distant sites in real time.

Web Site Chapter 2: Theoretical Tenets of Cybersupervision: Implications and Outcomes, by B. Scott Christie

This chapter addresses the nature of supervisees' experiences in a distance clinical supervision environment. The on-line, Internet-based supervision course was utilized by four students in a master's level internship course in counseling at Oregon State University. One finding suggests that the attitudes, prior experiences, and social expectations influenced participant experiences and participants' interest in technology. Other findings and their implications are presented.

Web Site Chapter 3: From a Bug in the Ear to a Byte in the Eye, by H. Lori Schnieders and A. Colin Ralph

Counselor educators increasingly face supervising intern counselors in diverse settings ranging from on-campus sites to sites cross-county and sites across the country. Technological advances have created a multitude of opportunities and challenges for counselor supervisors, and this chapter explores distance supervision using WebCam. Types of hardware and software necessary as well as the Murphy's Law aspects of the project are described along with legal and ethical implications.

Web Site Chapter 4: Development of Web-Based Counselor Education, by Robert Slencak

This is a basic introduction to web-based authorware. The growth of the Internet and the advent of web-based instruction led

to the development of software packages that aid instructors in converting traditional courses to web-based courses that improve interactivity among course participants. Characteristics of a web-based course-authoring package and examples are provided.

Web Site Chapter 5: Internet Counseling Over the Internet: Benefits and Challenges in the Use of New Technologies, by R. J. Sussman

This is a discussion of the new Internet technologies such as cable modems, DSL lines, satellite communication, and software/hardware improvements that await us in the new millennium, and an exploration of implications for the provision of counseling over the Internet.

Web Site Chapter 6: A Career Educational Web Site: Cyberspatial Snapshot, by Marc Verhoeve

As cybercounselors and educators move into the next millennium, it becomes apparent that there is a need for career and educational web sites that can be utilized as virtual professional tool kits as well as client and student resources sites. Verhoeve demonstrates the street-level power of such a career educational web site and includes a PowerPoint presentation graphically showing the site's usefulness.

Web Site Chapter 7: Career Cybercounseling: Ripples on the Global Pond, by Marc Verhoeve

The author describes several ripples on the pond, including his work as author of a web-based column entitled Cybercounsellor in his role as information technology liaison for the Ontario School Counselors Association. Also presented is his work as a member of the design team for the Career Development Practitioner Program sponsored by Conestoga Community College, which has produced 10 web-based courses that are available through WebCT, a web-course server program.

Web Site Chapter 8: Electronic Counseling Portfolios: Simple and Effective, by Thomas J. Keller

The development of individual portfolios by teacher education graduates to summarize and demonstrate their knowledge, their ex-

periences, and their dispositions is not a new idea, but in the counselor education program at Butler University in Indianapolis, Indiana, applying this concept to counselor education graduates is! Taking this concept to the next level, developing electronic portfolios for the faculty tenure and review process, is also discussed.

Web Site Chapter 9: Technology Competence in Counselor Education: Results of a National Survey, by Jane Myers and Donna Gibson

The Association for Counselor Education and Supervision (ACES) has developed and endorsed 12 technology competencies for counselor educators and counseling students. A survey was developed and disseminated through the ACES Spectrum and provided in an on-line web form to determine results of self-assessments of competence in these 12 areas. Implications for counselor education and research are presented.

Web Site Chapter 10: Mentoring Without Walls: Using Cyberspace to Enhance Student-Faculty Guidance by Juanita Lynn Hart

Graduate students can benefit from the mentoring relationship when mentors support the personal and professional development and growth of their mentees. Cyberdimensions of mentoring are explored.

Check the ERIC/CASS Cybercounseling web site at cybercounsel.uncg.edu for the most recent updates. For information on submitting new resources contact the cybercounseling web master at (800) 414-9769 or (336) 334-4114.